

## Welland Curriculum Overview Spring Term 2 2026: Pump It Up

Week Beginning	Reading	English	Maths	PE	Geography	Art (Week 1-3) DT (Week 4-6)	Computing Purple Mash: Coding	PSHE Jigsaw: Healthy Me	Music	Science	RE	French Language Angels	Outdoor Learning
<b>WB 23rd February 2026</b>	<p><b>Class Book:</b> <i>Pig-Heart Boy</i> by Malorie Blackman</p> <p><b>Poem of the Term:</b> <i>The Highwayman</i> by Alfred Noyes</p> <p><b>Text type:</b> Letter</p>	<p><b>Writing focus:</b> A persuasive letter to Cameron's parents</p> <p><b>Grammar:</b> Formal / informal language &amp; modal verbs</p> <p><b>Spelling:</b> Year 6: Unit 7: The <i>sh</i> sound spelt <b>si</b> or <b>ssi</b></p> <p><b>Handwriting:</b> <i>ic, ka, ko</i></p>	<p>Area and perimeter</p> <p><b>Number Skills:</b> Multiply &amp; Divide by 10, 100, 1000</p>	<p>RealPE: Unit 3- stance and footwork</p> <p>Orienteering</p>	<p><i>How does Scandinavia compare to the UK?</i></p> <p>To be able to locate Scandinavia's countries and major cities on a world map.</p>	<p>Cross sectional anatomical heart (drawing for different purposes, labelled diagrams)</p>	<p>To design a playable game with a timer and a score and use selection and variables.</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p>	Samba	<p>To identify and name the main parts of the human circulatory system</p>	<p>Is it wrong for factories to be making products which are not recyclable?</p>	<p><i>Le week-end (The Weekend)</i></p> <p>Consolidate numbers in French and progress to learning how to tell the time in increments of five.</p>	<p>Human number line in French.</p>
<b>WB 2nd March 2026</b>  ASSESSMENT WEEK	<p><b>Text type:</b> Letter</p>	<p><b>Writing focus:</b> A persuasive letter to Cameron's parents</p> <p><b>Grammar:</b> Parenthesis, complex sentences &amp; relative clauses</p> <p><b>Spelling:</b> Unit 7: The <i>sh</i> sound spelt <b>si</b> or <b>ssi</b></p> <p><b>Handwriting:</b> <i>la, ld, lo, vi</i></p>	<p>Area and perimeter</p> <p><b>Number Skills:</b> Multiply &amp; Divide by 10, 100, 1000</p>	<p>RealPE: Unit 3- stance and footwork</p> <p>Orienteering</p>	<p>To explore the climate and weather of Scandinavia.</p>	<p>Cross sectional anatomical heart (drawing for different purposes, labelled diagrams)</p>	<p>To understand how the launch command works.</p>	<p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p>	Samba	<p>To identify and name the main parts of the heart</p>	<p>Should children be allowed to use social media and phones in school?</p>	<p>Consolidate the vocabulary for time and progress to learning new phrases to describe the activities that may be done at the weekend.</p>	<p>Perimeter and Area on the playground.</p>

<p><b>WB 9th March 2026</b></p> <p><b>ASSESSMENT WEEK</b></p> <p><b>SCIENCE WEEK</b></p>	<p><b>Text type:</b> Recounts</p>	<p><b>Writing focus:</b> Explanation Text: How does the heart work?</p> <p><b>Grammar:</b> Subjunctive form</p> <p><b>Spelling:</b> <i>Special focus 7: Orange words</i></p> <p><b>Handwriting:</b> <i>vi, vu, wi, wr</i></p>	<p>Decimals B</p> <p><b>Number Skills:</b> Multiply &amp; Divide by 10, 100, 1000</p>	<p>RealPE: Unit 3- stance and footwork</p> <p>Orienteering</p>	<p>To explore the physical features of Scandinavia.</p>	<p>Cross sectional anatomical heart (drawing for different purposes, labelled diagrams)</p>	<p>To create and use functions, understanding why they are useful.</p>	<p>I understand that some people can be exploited and made to do things that are against the law.</p>	<p>Samba</p>	<p>To investigate which activity increases my heart rate the most and To record data and results of increasing complexity</p>	<p>Should the NHS be free?</p>	<p>Consolidate the vocabulary introduced through a variety of listening and reading activities.</p>	<p>Using the outdoor area to provide exercise opportunities linked to Science</p>
<p><b>WB 16th March 2026</b></p>	<p><b>Text type:</b> Newspaper</p>	<p><b>Writing focus:</b> Newspaper article about Cameron</p> <p><b>Grammar:</b> Tenses &amp; subordinating conjunctions</p> <p><b>Spelling:</b> Unit 8: Silent letters</p> <p><b>Handwriting:</b> <i>wy, we, ri, rr</i></p>	<p>Decimals</p> <p><b>Number Skills:</b> Number bonds</p> <p>Counting through 0</p>	<p>RealPE: Unit 3- stance and footwork</p> <p>Orienteering</p>	<p>To explore some aspects of the human geography of Scandinavia.</p>	<p>Food Tech: Explore and develop nutritional needs for specific health requirements</p>	<p>To use flowcharts to test and debug a program.</p>	<p>I know why some people join gangs and the risks this involves.</p>	<p>Samba</p>	<p>TAPS To describe how water and nutrients are transported in humans</p>	<p>Debate – there is no such thing as right and wrong</p>	<p>Extend sentences in the French by integrating a time phrase and connectives with the phrases for weekend activities.</p>	<p>Act out Cameron's journey to the swimming pool.</p>

<b>WB 23rd March 2026</b>	<b>Text type:</b> Newspaper	<b>Writing focus:</b> Newspaper article about Cameron  <b>Grammar:</b> Openers & cohesion  <b>Spelling:</b> Unit 8: Silent letters  <b>Handwriting:</b> <i>ry, re, fi, fr</i>	Decimals  <b>Number Skills:</b> Timestables	RealPE: Unit 3- stance and footwork  Orienteering	To be able to compare and contrast an area in the UK with an area in Scandinavia.	Food Tech: Explore and develop nutritional needs for specific health requirements	To understand how user input can be used in a program.	I understand what it means to be emotionally well and can explore people's attitudes towards mental health / illness.	Samba	To identify how humans can live a healthy lifestyle	Summary, reflection and answer question-assessment	Further extend sentences in French by learning how to say the time of each activity on the weekend as well as give opinions on these activities as well.	Team-building skills to support people's attitudes towards mental health
<b>WB 30th March 2026</b>  <b>(Finish Thursday 2nd April 4 days)</b>	<b>Text type:</b> Recount	<b>Writing focus:</b> Geography Enquiry Question - <i>How does Scandinavia compare to the UK?</i>  <b>Grammar:</b> Passive voice  <b>Spelling:</b> <i>Special focus 8: Orange words</i>  <b>Handwriting:</b> <i>fn, fu, fy</i>	Decimals, percentages and fractions.  <b>Number Skills:</b> Ordering and comparing fractions	RealPE: Unit 3- stance and footwork  Orienteering	To answer the enquiry question: <i>How does Scandinavia compare to the UK?</i>	Food Tech: Explore and develop nutritional needs for specific health requirements	To make a text-based adventure game.	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	Samba	To identify how humans can live a healthy lifestyle	Summary, reflection and answer question-assessment	Revise and consolidate all language covered in the unit and complete the end of unit assessment.	Devise circuit training for a healthy lifestyle.